



Benton Public Schools

District Support Plan

2020-21

Guaranteed Viable Curriculum

Benton Public Schools is ensuring a guaranteed and viable curriculum whether a student is onsite or virtual. The district can offer this because each teacher will have both onsite and virtual students assigned to them. Doing so allows all students access to the same curriculum at the same pace. The district has identified essential standards which are aligned both horizontally and vertically. These essential standards will be taught using a curriculum map as a guide for instruction. This process ensures all students have access to the same curriculum regardless of their assigned school or teacher, as well as onsite or remote learning. Common formative assessments have been and will continue to be developed to check students' understanding of a skill or standard and will be used to identify those in need of intervention. Results from the common formative assessments will be analyzed to indicate potential gaps in instruction or curriculum.

Diagnostic Assessments

In addition to the required screeners given at the beginning of the year, teachers' committees met to provide feedback on and select the diagnostic assessments. Teachers and staff in grades K-4 and 8-12 selected NWEA as a diagnostic assessment. Grades 5-7 will be utilizing I-Ready. These assessments will be given three times per year as interim assessments that will measure student progress. For virtual students, the district will provide parents the choice of either onsite testing or virtual testing at home while being monitored by school personnel via Google Meet. Both options will have designated dates and times during the school day for testing. Parents who choose the virtual assessment option must attend a test security and administration training session and sign a test security agreement. This training will be held virtually. Those that choose onsite testing will bring their child to the Professional Development Center for testing.

Addressing Unfinished Learning

Instructional facilitators and teachers have worked to identify essential standards that were not addressed last year. They worked together to develop a plan to address unfinished learning. Teachers will screen students on unfinished learning at the beginning of the year and before the unfinished learning material is needed for new learning. If a student, or groups of students, do not display the appropriate level of knowledge with necessary prerequisite knowledge, teachers will support students through small group instruction and intervention groups. If the class does not demonstrate mastery, the teacher will teach the standards in a whole group setting prior to the new learning.

Learning Management System

After surveying parents and other stakeholders, it was evident that there was a need for a uniform platform to be implemented in K-12. A majority of K-2 teachers wanted to implement SeeSaw while the remainder of the staff chose Google Classroom. After communication with staff, the Ready for Learning Committee reviewed all data and decided to use Google Classroom for grades K-12. This was to prevent parents with students at multiple grade levels, in need of support services (SPED, ESOL, etc.), and help teachers who served multiple grade levels to avoid learning multiple platforms to serve students. All resources, assignments, and assessments will be placed in Google Classroom for students to have access.

Teacher Training on LMS

Teachers will be trained in Google Classroom the week of August 10 and optional sessions the week of August 17. Outside consultants and Benton staff will be used to train staff. In addition to face to face training, videos and other resources will be provided for the staff to refer back as needed. Teachers will be given time to practice navigating Google Classroom and uploading resources, assignments, etc. into the platform. The district technology instructional facilitator will provide continued support throughout the year as needed by staff.

Teacher Training on Blended Learning

Teachers will be trained on Blended Learning the week of August 10 with optional sessions provided the week of August 17. Teachers will be provided training on best practices of Blended Learning and provided resources in the area.

Benton High School will have two days of teacher training via rotations through Google, Loom, Kami, and enriching students. Benton Junior High School implemented one-to-one iPads this year. They will have a day and a half of Apple training and working in small groups to integrate iPads into their daily learning. Benton Middle Schools will provide different teacher training on

Clever, Google Classroom, screencasting, and videoing their lessons to upload to Google Classroom. All elementary schools did a half-day to full-day training on Google Classroom, Clever, screencasting, and recording their lessons to upload to Google Classroom. In addition to hands-on training, the teachers will be given time to use the technology to set up their instruction within Google Classroom.

The online platform of The Sonday System and supports were purchased for dyslexia interventions for those students receiving services through general or special education. Teachers and interventionists have been provided step-by-step videos on utilizing the system for live virtual learning for students who receive intervention for dyslexia. This platform can also be utilized in the classroom setting. The district dyslexia specialist will also offer support should the need arise.

Support for Parents and Students

Benton staff will provide videos for parents and students on using Google Classroom to be accessed at their convenience. In addition to this, schools are discussing virtual family nights to provide further support. During these virtual and onsite family nights, parents are shown how to login to their student's device. Once on the device, they are taught how to access Clever. Clever is used to manage student apps and passwords. Once in Clever, they will be shown how to connect to Google Classroom. Parents will learn how to navigate Google Classroom and how to upload and turn in assignments. Parents will also learn how to turn in a student work order for issues with their school-issued device.

Students will be trained on Google Classroom, and Google Meets the first two weeks of school. Students will be given training on a day and will be given two days to practice using the platform. This cycle will continue for the first two weeks of school. Students can attend the virtual and onsite family nights with their parents for additional training. Teachers will continue to use the platform and blended learning opportunities for students whether onsite or virtual.

Communication Plan

After reviewing the results of surveys, an overwhelming number of parents indicated that they prefer the district to communicate via text messages instead of other methods. Because there are parents who prefer other communication forms, the district will communicate with staff and stakeholders using multiple platforms. The district will use social media posts, the district web page, text messages, and email to communicate all information. All communication will be translated into the language needed by parents.

The district has established a point of contact for possible Covid-19 cases. As schools learn of potential cases, it is referred to the school nurse and then to the district contact, who will communicate with the Arkansas Department of Health. Each school will establish a flow chart for communication based on the circumstances.

With technology being new to many, especially at the elementary level, a technology support link will be set up, placed on the district website, and sent out to parents via multiple platforms. This link will allow parents and students to fill out a technology work order that will be assigned to a tech. The tech will call the parent to work through the issues they are having.

The Benton School District Ready for Learning committee will continue to meet throughout the year to address issues, monitor implementation and make any changes necessary to meet students, parents, and teachers' needs.